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CONFIDENTIAL
MIDCAREER COURSE NO. 7

COURSE REPORT

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MIDCAREER COURSE NO. 7

COURSE REPORT

General Observations

On the whole, Course No. 7 went pretty much as expected. The rather large number of planned changes in speakers and topics reflects an effort to preserve the vitality of the Course, to up-grade weak spots, and to compensate for the unavailability of certain speakers because of their change in jobs, their assignment abroad, or simply their being on annual leave. In most instances these changes worked out very well indeed. In the Brookings segment, unfortunately, the students considered eight of the nine new speakers to be the least effective of the total of nineteen speakers who participated.

The tenor of the student critiques indicates that the Course was highly regarded. There were no dissidents among the students as was the case in Course No. 6, and if a few less superlatives appeared in the critiques, this was more than balanced by the absence of caustic comments concerning the Course in general. In contrast to the critiques of the previous class, those of Course No. 7 were much more heavily weighted on the side of suggestions concerning the mechanics of running the Course rather than on observations concerning the concept and content.

The apparently inevitable last-minute rearrangements and irksome administrative angles cropped up but were fewer in number than in the preceding Course. The visit to Warren Air Force Base on the last day of the field trip was badly mishandled for reasons as yet unknown, but although the value of the visit was considerably less than was the case with Course No. 6, none of the students showed undue rancor at the situation. The Glebe Road classroom newly refurbished for use during the third part of the Midcareer Course was the recipient of quite a few brickbats on the grounds that it was unsufferably hot and acoustically terrible. Both complaints were justified but neither should constitute an insuperable problem.

It would appear that no drastic revisions of the Course need be undertaken. The major effort in organizing Course No. 8 should probably be devoted to maintaining those aspects of Course design, content, and speaker participation which have constantly contributed to the desired impact, and to tinker with the relatively small number of less-than-adequate items in an attempt to raise them to an acceptable level.

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COURSE REPORT

Part I - The Agency

A. Planned Changes from Prior Course

1. Speakers and Topics

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- a. We discussed with Colonel White the possibility of his replacing Mr. Kirkpatrick as the opening speaker at [REDACTED]. As a matter of preference, Colonel White decided to participate in the Course when the general subject of management was under discussion. Therefore, we asked [REDACTED] to revise his talk on the Intelligence Community and to include some of the historical material which had been part of Mr. Kirkpatrick's talk. 25X1A

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- b. To round out the first day at [REDACTED] we felt that some emphasis should be given to the activities of the Office of General Counsel. A talk by J [REDACTED] was added to the day's program, and John [REDACTED] was asked to stay overnight along with [REDACTED] to engage in informal discussion with the students in the evening.

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- c. As [REDACTED] was to be on annual leave at the time when we wanted him to talk on economic intelligence, we asked him to recommend a replacement. Mr. [REDACTED] of the International Division of ORR was asked to give the talk and to remain for an informal discussion in the evening.

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- d. In view of recent changes in the DDI area, we felt that it was time to re-design our coverage of both the [REDACTED] 25X1A

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- e. Mr. Lundahl was ill so we requested that [REDACTED] of NPIC spend an afternoon at [REDACTED] discussing that organization.

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- f. Instead of approaching the coverage of the Clandestine Services by asking representatives of the senior staffs to talk, we returned to an earlier concept of discussing area divisions and field stations. As a result we asked [REDACTED] opening talk with a run down on the activities of DDP area divisions and we asked [REDACTED] to discuss [REDACTED]. We also requested that [REDACTED] join these three men for an informal discussion in the evening.

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- g. In view of his obvious expertise as well as his new responsibilities, [REDACTED] was asked to discuss the special problem of Vietnam.

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- h. After discussions with Robert Bannerman it was decided that Alan [REDACTED] would handle the presentation "Administrative Relationships with Other Agencies" and that Mr. Bannerman would handle the introductory lecture on management.

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- i. As Howard Osborne is attending a course at the Harvard Business School, [REDACTED] was asked to handle the lecture on Security.

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- j. The Office of Communications sent us [REDACTED] to cover the activities of that office. He was accompanied by [REDACTED] who was a member of Midcareer Course No. 4.

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- k. As [REDACTED], who used to give the Logistics talk, is no longer in the Washington area, we asked the new Director of Logistics, George Meloon, to discuss the activities of his office. He felt, however, that it was a bit too soon for him to do this job for us, so his Acting Deputy, [REDACTED] was cranked into the schedule.

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- l. We took advantage of the presence of [REDACTED] to use him as the Clandestine Services representative on the management panel.

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- m. Paul Borel was on leave at the time when the management panel was held, so we asked [REDACTED] to pinch hit again.

- n. As [REDACTED] was recuperating from an illness, we dropped from the schedule the topic "The Role of Intelligence in National Policy Formulation".

2. As mentioned in the previous Course Report, we have concluded that a full day's visit to NPIC facilities is more than sufficient for purposes of

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25X1A Midcareerists. For this reason plus a desire to pick up a few extra hours at
25X1A [REDACTED] we eliminated the tour of NPIC and reduced the coverage of that
organization to an afternoon's lecture and discussion at [REDACTED] 25X1A

25X1A 3. Partly from the necessity to find extra time at [REDACTED] and partly
from a desire to have an outstanding social event in Part III of the Course,
we decided to hold the "Allen Dulles Night" during Part III rather than ask
25X1A Mr. Dulles to come to [REDACTED] as we did for Course No. 6.

B. Significant Developments

1. Substitutions and Deletions

- 25X1A a. An illness in the family prevented Mr. [REDACTED] from appearing
25X1A for us. [REDACTED] was kind enough to expand his talk to
25X1A cover the material which Mr. [REDACTED] was to have discussed.
25X1A
- b. Because [REDACTED] was ill and because Mr. [REDACTED] other
responsibilities prevented him from appearing at [REDACTED] at the 25X1A
scheduled time, the presentation on [REDACTED] was omitted. 25X1A
- 25X1A c. Last-minute responsibilities in Washington made it impossible
25X1A for [REDACTED] to participate in the Course. Through the good
offices of [REDACTED], recently returned
from Vietnam, was added to the schedule.
- d. Dr. Albert Wheelon found it impossible to appear at [REDACTED] 25X1A
as planned, so once again Carl Duckett covered the material in
admirable fashion.
- 25X1A e. John Clarke was unable to appear as scheduled so [REDACTED]
again substituted for him.
- 25X1A f. At Headquarters on Friday, the 24th of September we had planned
to have about an hour with each of the Deputy Directors as well
as with Colonel White. However, Ray Cline was occupied in
briefing a foreign visitor, Dr. Wheelon was unable to put in an
appearance, and Mr. Bannerman was unavailable. Mr. Warfield
replaced Mr. Bannerman, Messrs. [REDACTED] and Chamberlain appeared
in place of Dr. Wheelon, and the discussion with the DD/I was
dropped from the day's schedule.

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2. Student Presentations

In view of the success of this scheduled addition to Course No. 6, we planned to continue it in much the same fashion, but with some loosening of the schedule. During Course No. 6 the presentations were concentrated on Friday afternoon and over the weekend. The schedule for Course No. 7 was as follows:

<u>Day</u>	<u>Hours</u>	<u>No. of Presentations</u>
Wednesday, 15	1930-2200	6
Friday, 17	1330-1600	6
Saturday, 18	1800-2000	5
Sunday, 19	1800-2100	7
Tuesday, 21	1500-1730	6

Once again the individual presentations were especially well received. Verbatim comments are attached (Attachment A).

3. As a major departure from previous courses we did not require the students to attend the afternoon social hour, As a result, usually less than half of the group and sometimes as few as six persons put in an appearance. The rest of the class preferred to swim, read, or to enjoy the facilities of the Student Activities Building. When it became apparent during the first week that this would be the pattern, we cancelled our requirements for bar tenders and canapes for the social hours for the second week at [REDACTED] 25X1A

4. The management panel became a bit unwieldy during this Course. By the time Wednesday evening arrived we had seven officers sitting on that panel. Actually, this type of presentation is more effective when it is limited to one representative from each Directorate plus, perhaps, someone from the "front office".

5. During the informal evening discussions on the Clandestine Services Mr. J [REDACTED] observed in answer to a student question that he had yet to be briefed on the DDS&T. Inasmuch as the Course schedule called for the DDS&T officers to be present on Saturday the 18th of September, we called this to Mr. [REDACTED] attention and suggested that he return to [REDACTED] for the day's activities. This he was able to do.

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C. Summary of Critiques

1. The Intelligence Community and the CIA - [REDACTED] 25X1A

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Comments were all favorable with terms such as "impressive", "outstanding contribution", "effective" and so forth predominating. Seven students particularly noted that Mr. [REDACTED] was an effective opening speaker for the Course. Also highlighted were Mr. [REDACTED] ability to illustrate his points from long experience, and his excellent handling of questions during the informal session. A very few students indicated that the talk might be shorter and less heavily weighted on the side of history.

2. The Evaluation of National Intelligence Programs - [REDACTED] 25X1A

Over half of twenty students who commented on Mr. [REDACTED] presentation rated him as excellent, stimulating, and interesting. His handling of questions received favorable comment and it was noted that he, too, helped get the Course off to a good start. Five students found the talk somewhat too detailed and a bit hard to follow.

3. The Role of the General Counsel [REDACTED] 25X1A

Of the fifteen students who commented specifically on Mr. [REDACTED] presentation, one found him the most informative speaker of the day and six classified him from excellent to good. The others found him informative and interesting with the few adverse comments focusing on a dryness in presentation.

25X1A

4. The Production of National Intelligence Estimates - [REDACTED] 25X1A

There was agreement that Mr. [REDACTED] presented a clear, interesting and informative description of the estimative process. He was cited for effective use of specific examples, good humor and excellent response to questions. There were no critical comments from any of the seventeen students who made specific observations on this presentation.

5. The Agency's Current Intelligence Role - [REDACTED] 25X1A

Among the fifteen specific comments were several which acknowledged the value of the subject and a few which were complementary in terms

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of presentation. The rest reflected a general feeling that the delivery needed more verve in order to achieve maximum effect.

25X1A 6. Trends in Processing Information in Support of Intelligence Production - [REDACTED]

25X1A

Over half of the class found Mr. [REDACTED] provocative, effective and distinctly in the above average to excellent range. Four students thought that perhaps he tried to cover too much, and there were a number of suggestions that this talk and the one given by Joseph Becker ought to be more closely coordinated.

25X1A

7. Developments in Economic Intelligence - [REDACTED] 25X1A

25X1A

Mr. [REDACTED] made a far better impression in the informal evening session than in his formal presentation during the day. The formal talk was seen by most of the students as much too heavily weighted on the organizational side and rather lifeless. In the evening Mr. [REDACTED] witty and pointed answers to questions made the topic come alive.

25X1A

8. The Role of the [REDACTED]

25X1A

Nineteen students gave high praise to Mr. [REDACTED] performance which was characterised as most interesting and effective. Only three students found the presentation not to their liking and in each case noted that he emphasized organizational aspects too much.

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9. [REDACTED]

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The students consistently rated Mr. [REDACTED] as a good speaker who got his point across. There were several suggestions that he might give more time to discussing the use and usefulness of the [REDACTED] product and less to details of location and staffing overseas stations.

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10.

Developments in Photographic Intelligence - C [REDACTED], USN

25X1A

25X1A

[REDACTED] lecture drew more comment than any other in the two week period. The twenty-seven observations were all favorable and emphasized [REDACTED] excellent use of visual aids. The presentation was noted as one of the best--understandable, timely, and enlightening. Mild criticism by a very few students indicated that although

the topic was quite worthwhile the form of presentation was a little too mechanical and "showy".

11. The Clandestine Services and The Responsibilities of Area Divisions -

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Of the twenty-two students who commented on this presentation over half found Mr. [REDACTED] a good speaker and many considered his talk to be excellent. There were several suggestions to the effect that personal observations based on his experience would have made the talk even better. One student observed "...the most comprehensible exposition on the DDP which I have heard in fifteen years." Mr. [REDACTED] was cited several times for effective handling of questions. Three persons who were a bit disappointed with the presentation felt that there was too much emphasis on organization.

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12.

This presentation was characterized as impressive, lively, dynamic, and humorous. For the most part, the content was felt to be rather significant and factual. A few students commented to the effect that the style of presentation perhaps served to cover a lack of profundity, but that, even so, the speaker was interesting.

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13.

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Of twenty-one student comments, eight were on the positive side and found the presentation useful and of interest. The others who commented were somewhat displeased with [REDACTED] manner and also felt that he could have put more substance into the talk. 25X1A

14. The Special Problem of Vietnam - [REDACTED]

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Over half the class specifically commented on this presentation and were unanimous in their opinion that the subject was well worthwhile and the speaker was especially good. Mr. [REDACTED] was cited for his ability to present a complicated subject in understandable fashion. There were a number of comments recognizing an effective presentation despite the speaker's role as a "last-minute substitute".

15. The Role of Science and Technology in CIA - Carl Duckett

Mr. Duckett again received high praise for his performance. As usual his talk was considered lively and meaningful. His use of graphics was appreciated as was his outstanding ability to present in layman's terms the complex technical material with which the DDS&T is concerned. There was also a number of favorable comments on the evening panel discussion with the contributions of Messrs. Chapman, Miller, and Chamberlain being highly appreciated.

16. The Impact of Automatic Data Processing on Agency Activities - Joseph Becker

Mr. Becker's articulate and enthusiastic approach to automatic data processing was as usual well received. As mentioned earlier there were a few suggestions that this talk and that given by Mr. [REDACTED] could be more closely coordinated. The film which Mr. Becker used was approved of by all except two persons. These eagle-eyed types claimed to have spotted technical errors which they felt detracted from the film's usefulness.

17. Administrative Relationships with Other Agencies - Alan Warfield

Mr. Warfield's participation in the evening session was rated by the students as much better than his formal presentation during the day. There was some feeling that the formal lecture was "too cut and dried" and a couple of suggestions that perhaps the presentation will improve as time passes and Mr. Warfield becomes more familiar with the material. As for the evening session, quite a few students commented on Mr. Warfield's helpfulness in clearing up previously obscure points.

18. Security Considerations in Accomplishing the Agency's Mission - [REDACTED]

Mr. [REDACTED] was well received in his first appearance before a Midcareer group. He was cited as being competent and persuasive, and the topic was considered quite worthwhile for a gathering of this sort.

19. Health Considerations in an Unusual Work Environment - Dr. John Tietjen

The reactions to this presentation were mixed. On the positive side, a number of students found the talk "outstanding", "excellent", and "well organized and stimulating". On the other hand, there was approximately an equal number of comments indicating that the talk "was a little too clinical", "dry", "over-weighted on the side of

psychological theory" and "not very interesting". In general, the group rated Dr. Tietjen as very good in the evening discussion.

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20. Developments in Technical Communications - [REDACTED]

A very high percentage of the class commented on Mr. [REDACTED] presentation and the demonstration conducted by Mr. [REDACTED]. The vast majority used terms such as "excellent", "most impressive", "interesting", and "informative". There were a few observations to the effect that Mr. [REDACTED] presentation needed better organization. Also, several students felt that the demonstration, though good, was a little too lengthy for the value derived from it.

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21. Logistical Support of Agency Activities - [REDACTED]

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A few of the students felt that this talk was good, informative, and businesslike. However, most of those who commented found that the subject matter was dry and difficult to enliven and that Mr. [REDACTED] delivery could have been better. Specific suggestions for improvement included leaving the graphics on display longer so that they could be absorbed, including fewer of the organization and mission aspects, and providing more examples and fewer statistics.

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22. Agency Management - Robert Bannerman

Twenty-one students commented on Mr. Bannerman's presentation, and nineteen of these comments were most favorable. Mr. Bannerman's frankness and sincerity were especially appreciated. While one student felt that the talk was a "standard management pitch" the rest of the comments are replete with words like "outstanding", "stimulating", "great", "excellent", and so forth.

23. Financial Management - Robert Fuchs

About half of the class made observations on Mr. Fuchs' presentation. All agreed that his well organized delivery enabled Mr. Fuchs to present a highly informative and interesting picture of a subject which is complex and not inherently of interest. The effective use of graphic aids was noted in a number of cases.

24. Personnel Management - [REDACTED]

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Mr. [REDACTED] was once again recognized as a first-rate speaker. The group was impressed by his manner in presenting his material, by his use of examples, and by his candor in answering questions. The only

critical note was to the effect that the reading of a lengthy memo at the beginning detracted from the overall impact.

25. Individual Responsibility for Funds - [REDACTED]

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The majority of those who commented indicated that they were interested in what Mr. [REDACTED] had to say and were intrigued by the humorous and pithy style of delivery. Some students commented on the occasional duplication with the material covered by Mr. Fuchs, and two students, one of whom thought that Mr. [REDACTED] was the best speaker of the two weeks, remarked on the appropriateness of this presentation as the final lecture of the Course.

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26. Panel: Agency Management Problems - Robert Bannerman, Richard

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[REDACTED]

Perhaps because this session was held in the evening and perhaps because five of the seven participants had already delivered lectures or otherwise contributed to the Course, only a handful of students commented specifically on the panel. The comments are sufficiently varied to make impossible any useful generalities as to the value of the session.

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27. Tour of the Signal Center - [REDACTED]

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Over two-thirds of the class made specific observations on the briefing by Mr. [REDACTED] and on the subsequent tour of the Signal Center. Only three were critical and all three of these admitted interest in the tour while questioning the essential value. All of the other comments were highly laudatory with five persons indicating that more time could be devoted to the tour.

28. Meeting with the Deputy Director for Plans - Desmond FitzGerald

Of the sixteen specific comments all but two were on the positive side with one assessing the meeting as the most rewarding of the day's sessions. One student found the meeting only fair and one thought that the answers to some of the questions submitted were evasive.

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29. Meeting with the Deputy Director for Science and Technology - [REDACTED] and Donald Chamberlain

As Dr. Wheelon was again unable to meet with the group, Messrs. [REDACTED] and Chamberlain handled the session. Of fourteen specific

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comments one cited the diminished effect resulting from the fact that both people had been heard earlier in the Course, and one felt the session only fair. The other observations were all positive. Four students specifically commented on their disappointment at not having a chance to hear Dr. Wheelon.

30. Meeting with the Deputy Director for Support - Alan Warfield

Of fourteen specific comments on Mr. Warfield's pinch-hitting for Mr. Bannerman, only one was completely negative and indicated that nothing was added by this session. Two students noted that the material had previously been covered and the rest of the observations were positive.

31. Meeting with the Executive Director-Comptroller - L. K. White

Of fourteen specific comments, all but one were on the positive side and ranged from "responsive" and "interesting" to "particularly effective". One student found this session less rewarding than the others held during the day.

NOTE: Quite a few students did not make specific comments on each of the meetings held on Friday, 24 September, but chose to assess the day in general. Eleven of these observations were on the favorable side and four found objections to the mechanics of the question and answer session. These four students would have preferred a straight lecture followed by questions based on the lecture. On the whole, the concept of a day devoted essentially to meetings with the Executive Director and the Deputy Directors was well received by the student group.

32. Student Presentations - See Attachment A for verbatim comments.

D. Staff Comment and Recommendations

1. There were quite a few suggestions that the time allotted to student presentations be extended. Coupled with this is the suggestion that the presentations be spotted at various points during the daytime portion of the schedule at [REDACTED]. We believe both of these suggestions have merit. For Course No. 8 we propose to adopt them.

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2. The Deputy Director of Training has asked that we try to find time during the schedule at [REDACTED] to do a half day of briefings on

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OTR capabilities supplemented by a tour of Base facilities. In our opinion this could make an excellent Saturday morning exercise and would eliminate the problem of trying to convince guest speakers from Washington to go to [REDACTED] on the weekend as well as eliminate worries about whether the weather will cooperate in transporting guest speakers. We will take this question up with the folks at [REDACTED]

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3. Despite the acceptance by the students of the concept of a day of meetings at Headquarters with Deputy Directors it should be noted that we achieved only 40 per cent of our goal (the Executive Director and the DD/P showed up. The DD/I, DD/S, and DD/S&T did not.) It should also be noted that there is a good deal of validity in the comment that "repeaters", as in the case of Messrs. [REDACTED], Chamberlain, and Warfield, have much less of an impact than speakers not previously heard. We organized this "Deputy Directors' Day" at Headquarters specifically as a means of enhancing the likelihood that the Midcareerists would actually get to hear the Executive Director and the Deputy Directors. In our opinion, a 40 per cent success is unsatisfactory. It should also be noted that it is still quite unlikely that we can get all of the Deputy Directors to appear at [REDACTED]. There doesn't seem to be a ready solution to the problem of getting Deputy Directors to address the Midcareerists. Some discussion of this problem would seem to be in order prior to the outlining of the schedule for Course No. 8.

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4. The shift in the Clandestine Services coverage seemed to work out reasonably well. We recommend that we continue the pattern as it emerged in Course No. 7 with particular effort devoted to having [REDACTED] give the talk on area divisions.

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ATTACHMENT A

Comments on Individual Presentations

1. Individual presentations are fine.
2. The fifteen minute presentations are useful and should be continued. They certainly serve to, in a sense, force class members to become well acquainted with each other and are also useful in getting down to earth information on just how various components of the Agency work.
3. My first reaction to the student presentations was negative; however, as I heard more and we got further into this aspect I am inclined to feel that this provides a very useful contribution to the Course.
4. The class participation activities included have really been extremely valuable, elaborating in depth and detail upon the larger outlines of Agency doings drawn by our guest speakers. The individual presentations should not be so formally divided between "speech" and questions. Each man might be given fifteen or twenty minutes to do with as he wished; some guys just plain answer questions better than they speak. The over-all concept of individual presentations is a good one though, and I endorse it.
5. One final comment I wish to make is on the individual student presentations; I feel that each officer should be complimented for a job well done. These presentations were very beneficial, served to better introduce the participating students with one another, and in each case a very worthwhile topic--from the nuts and bolts aspects-- was presented. I personally encourage continuation of this program as it serves in many cases to give students a better and more detailed understanding of the respective departmental elements of the Agency.
6. One of the strongest features of the Course is the twenty-minute talks by class members. These could usefully be extended to permit more time for discussion, say fifteen minutes for the talk and ten to fifteen minutes for questions.
7. More time should be allowed for individual presentations.
8. The individual presentations are of very high value. Highly recommended!
9. Individual presentations jelled, broadened, and enhanced the overall

program, and , as such, appear equal to the guests in significance.

10. The twenty minutes allotted at present for this purpose is much too short.
11. I have acquired, from the individual student presentations and informal discussions with my fellow midcareerists, what has given me a real appreciation and understanding of what is being accomplished by the CIA.
12. The student presentations are an excellent counterpoint to the brass.
13. My colleagues have made a substantial contribution in their individual presentations.
14. The individual presentations are indeed a useful gimmick which should be continued.

MIDCAREER COURSE NO. 7

COURSE REPORT

Part II - The U.S. Government (Brookings)

A. Planned Changes from Prior Course

1. Speakers and Topics

- a. The two presentations by Professor Harold Chase were modified slightly. He talked in the morning on "The American Heritage" and in the afternoon on "The American Governmental System".
- b. The talk on the Executive Branch by Roger Jones was dropped inasmuch as he was the lowest rated speaker in Course No. 6.
- c. A talk on "Legislative Executive Relationships" by Dr. Carl Marcy was added to the schedule.
- d. The topic "Administration of the Courts" by John Airhart was dropped. The speaker was poor and there was insufficient content to make the talk useful for our people.
- e. "Economics and Public Policy", handled by Norman Ture in Course No. 6, was presented by Walter Fackler of the University of Chicago. Ture, though not really a poor speaker, was dropped in an effort to get a more positive reaction to this talk.
- f. "State and Local Government" was a new topic which we hoped to have discussed by Terry Sanford, ex-Governor of North Carolina. Unfortunately, Mr. Sanford was unable to appear during the times Brookings had available. Professor Parratt, who has never been well received by our students, was again cranked into the schedule by Brookings, this time as a substitute for Mr. Sanford. Why Brookings is so enamored of Mr. Parratt I shall never understand.
- g. Two subjects, "Business and Society" and "Labor and Society" were combined into a single session - "Business and Labor in Society" - which Brookings hoped to handle by having a labor representative and a senior researcher from Brookings make a

joint presentation.

- h. Mr. Phillip Hughes from the Bureau of the Budget was asked to give the talk "The Executive Office and the White House Staff" in place of Mr. William Carey whose other commitments made it impossible for him to speak to our group this time.
- i. In an attempt to get better than a borderline reaction to the topic "International Economic Problems", Mr. Howard Piquet of the Legislative Reference Service, Library of Congress, replaced Mr. Lawrence Krause of Brookings as the speaker.
- j. Joseph Kraft was asked to speak on "The Communications Media" in place of Harry Schwartz who doesn't seem to go over very well with our students.
- k. "U.S. Information Programs" was dropped from the Brookings schedule as it is more pertinent to the third segment of the Midcareer Course.
- l. Mr. Robert Asher's imaginative discussion on UN aid to the U.S. was dropped from the schedule. The UN as a topic is more appropriately covered during Part III of the Course, and Asher's approach was not particularly useful.
- m. "Population Problems", a topic covered in Course No. 4 with poor results, was once again tried, this time with a different speaker, Irene Taeuber.
- n. As noted in the report on Course No. 6 we felt that some discussion of scientific programs ought to be added to the Brookings phase of the Course. Consequently, "Social and Economic Implications of Scientific Progress" was the topic discussed by Mr. Ellis Johnson of the Department of Health Education and Welfare.
- o. Purely as an experiment, the topic "Religion and the American Purpose" was added to the schedule and was handled by Ernest Lefever of Brookings.
- p. Mr. Robert Ryan of the Regional Industrial Development Corporation of Southwestern Pennsylvania handled a new topic, "Urbanization" which both we and Brookings felt deserved a place in their schedule.

2. It should be noted that Brookings attempted to upgrade their program by replacing all of the speakers identified as least effective in student critiques on Course No. 6. Even Professor Parratt was left out of the original planning for Course No. 7. He was added to the schedule inasmuch as the topic, "State and Local Government", was of sufficient importance to be retained and Professor Parratt, in theory at least, knew something about the subject and, perhaps more importantly, was already on the list of speakers who hold a clearance from our Office of Security to talk to the Midcareerists.

B. Significant Developments

1. A series of minor schedule changes had to be instituted when Dr. Colbert informed Brookings that he would have to be in Hawaii during the week in which we had him scheduled to appear for the Midcareer Course. Colbert had a sufficiently high impact on Course No. 6 to warrant our decision to change the schedule somewhat in order to accommodate him.
2. The labor representative, Gus Tyler, bowed out at the last minute in order to attend a labor conference in Puerto Rico. As a result, the planned two-man session on "Labor and Business in Society" was essentially a presentation by Warren Nystrom of Brookings with a few observations on the labor viewpoint contributed by Harry Seymour of Brookings. In sum, the session simply did not take place as planned.
3. On the administrative side, Miss Kim Sherwin is leaving Brookings and Harry Seymour will be getting a new secretary. Biographic data has been forwarded to the Office of Security and clearance is pending on Miss Sherwin's replacement.
4. Also on the administrative side, it is apparent that Brookings wants a senior man to provide backstopping for Harry Seymour. To this end they have suggested to us Mr. Wendell Hayes. Biographic data was submitted to the Office of Security and a clearance obtained on Mr. Hayes. He is expected to begin his assignment with our program as of Course No. 8 and will probably be expected to handle Course No. 9 on his own.

C. Summary of Critiques

1. Conference Objectives

In general the students felt that the segment at Brookings was interesting, worthwhile, and effective. There was virtually complete agreement

that two of the three objectives were achieved in degrees varying from "adequate" to "completely" and with most of the observations indicating a high degree of achievement. The third of the objectives was perceived as achieved to a limited degree only. On the whole the observations made with respect to conference objectives were the same as those from Course No. 6.

2. Topics

<u>Title</u>	<u>Times Cited as Most Valuable</u>	<u>Times Cited as Least Valuable</u>
How Congress Works (Clapp)	16	0
Unemployment and Poverty (Striner)	16	0
Urbanization (Ryan)	13	0
The American Governmental System (Chase)	11	2
Education in a Scientific Culture (Colbert)	11	2
Civil Rights (Caldwell)	11	3
The American Heritage (Chase)	10	3
The Communications Media (Kraft)	8	3
Economics and Public Policy (Fackler)	6	1
Limits of U.S. Foreign Policy (Marshall)	5	0
Planning and Execution of Foreign Policy (Amory)	4	0
Administrative Dynamics (Sayre)	7	4
The Executive Office and the White House Staff (Hughes)	4	2
State and Local Government (Parratt)	4	3
International Economic Problems (Piquet)	4	4
Business and Labor in Society (Nystrom and Seymour)	1	2
Legislative-Executive Relationships (Marcy)	6	8
Social and Economic Implications of Scientific Progress (Johnson)	1	13
Religion and the American Purpose (Lefever)	1	14
Population Problems (TANUGER)	2	16

3. Speakers

<u>Name</u>	<u>Times Cited as Most Valuable</u>	<u>Times Cited as Least Valuable</u>
Clapp (Legislative Asst. to U.S. Senator)	26	0
Striner (Upjohn Institute)	20	0
Ryan (Regional Industrial Development Corporation of Southwestern Pa.)	19	0
Colbert (NIH)	18	0
Chase (University of Minnesota)	17	0
Amory (Bureau of the Budget)	11	1
Sayre (Columbia University)	11	2
Kraft (Washington Post)	11	2
Caldwell (Dept. of Justice)	10	4
Marshall (SAIS, Johns Hopkins)	7	1
Fackler (University of Chicago)	8	3
Piquet (Legislative Reference Service, Library of Congress)	5	2
Lefever (Brookings)	3	3
Seymour (Brookings)	1	1
Nystrom (Brookings)	0	1
Parratt (Maxwell School, Syracuse)	6	8
Hughes (Bureau of the Budget)	3	7
Marcy (Chief of Staff, Senate Foreign Relations Committee)	1	13
Johnson (HEW)	1	23
Taeuber (Office of Population Research)	0	26

4. Readings

a. Quality

Twenty-five students rated the readings better than adequate with most of them using adjectives such as "excellent" and "good". One student found the reading only "fairly good" and another pointed out that it was only of peripheral value for the liberal arts generalist who kept himself up to date.

b. Quantity

One student commented "the more the better" and nine thought that the quantity was about right. Eighteen students indicated

that it was too much material but four of these noted that it constituted a good basis for a home library or for later perusal.

5. Administrative Factors

a. Daily Schedule

Of twenty-one responses, nineteen indicated that the schedule was perfectly all right and two indicated that it was perhaps a bit too long. Two students found the lunch hour too short and four persons emphasized the need for breaks at about the one-hour mark in the case of every session.

b. Conference Length

Twenty-four students responded to this question and seventeen of them indicated that the length of the conferences was about right. Three students thought that it ought to be longer and four thought that it should be shorter. The latter group was unanimous in their opinion that one week would be adequate.

c. Physical Facilities

Seven students used words such as "fine", "outstanding", and "excellent" to describe the facilities. Eight more indicated that the physical set-up was good. Thirteen students noted that the group is crowded and cramped in the conference room.

d. Other Aspects

There was a variety of comment by the students with three people pleading for coffee to be served first thing in the morning, several suggesting a "no smoking" rule, two asking that the students be permitted to use the Brookings cafeteria, and so forth. There was no ground swell of opinion on any of these items.

6. Suggestions

As was true in the case of the report on Course No. 6 it would be pointless to list all of the suggestions. Of some interest are the following generalities:

1. The only topics specifically identified for coverage in the future were operations research, the courts, political parties, and military strategy. Interestingly enough, there were twenty-seven specific suggestions on content from members of Course No. 6.
2. There were nineteen comments on mechanics with almost half of these indicating a preference for a system of "one question-one response" during the discussion period. On occasion Harry Seymour has used a system which groups a number of questions bearing essentially on the same subject and subjects them to a discursive answer by the guest speaker.

D. Staff Comment and Recommendations

1. Before the next course report is written Brookings may well want an indication of intent on our part concerning a renewal of the contract. If we are planning to drop the contract we should begin now to acquire an additional staffer (assuming that we are going to try to do the Brookings segment ourselves). We don't need to tell Brookings until they ask us, but it would help our design and speaker acquisition activity if we know as far in advance as possible of the likelihood of our having to run this segment next fall.
2. The topic "Population Problems" didn't seem to ring the bell. Brookings has tried this twice and in each instance the substance is extremely weak and the speaker is weaker. If the people who concern themselves with population problems see these problems solely in terms of statistics and contraceptives we might as well forget the subject.
3. "Economic Implications of Scientific Progress" is a promising topic but Ellis Johnson mangled it rather badly. We recommend retaining the topic but getting another speaker.
4. There must be somebody who can talk informatively and interestingly on the subject of legislative-executive relationships. Carl Marcy, on the basis of his performance, is not the man. We should try for someone else.
5. "Religion and the American Purpose" is too mundane a topic as presented to warrant the time. We would be well off if the topic were eliminated from the schedule.

6. We will try once again to get a two-man panel to discuss "Business and Labor in Society". If we can ever get a labor representative and an articulate, thoughtful businessman together we should have a lot of fun.
7. William Carey has indicated that he will be available to handle "The Executive Office and the White House Staff" for the next Course. This is all to the good because Phillip Hughes is a weak speaker and the topic suffers thereby. Carey, on the other hand, is a quite strong speaker and the topic is usually rated very highly.
8. Professor Parratt still sets most of the students on edge to no apparent purpose. His style of presentation weakens the topic regardless of what he is talking about. We still hope to get Terry Sanford to talk on "Federal and State Relationships".

MIDCAREER COURSE NO. 7

COURSE REPORT

Part III - World Affairs

A. Planned Changes from Previous Courses

1. Speakers

- a. We were able to get Alan Whiting from the Bureau of Intelligence and Research, State Department, to replace Dr. Richard Walker in discussing Communist China.
- b. We tried to get Helmut Sonnenfeldt of State to discuss "Developments in Soviet Foreign Policy" but other speaking engagements prevented him from appearing for us. His co-worker, Robert Baraz, who has talked for us before, undertook to do the job again this time.
- c. As Phillips Talbot was planning to leave for his new assignment as Ambassador to Greece, he recommended that William Handley from the Bureau of Near East and South Asian Affairs discuss that area of the world for us. Unfortunately, at the last minute Mr. Handley became involved in a review of AID programs in his area and was unable to appear for us.
- d. Mr. Richard Helms, in his new capacity as Deputy Director of Central Intelligence, agreed to make the graduating address and to hand out the certificates.
- e. Ambassador Averell Harriman consented to deliver the major address on the last day of the Course.

2. New Presentations

- a. [REDACTED] of NSA agreed to discuss the activities of that organization.
- b. We omitted coverage of Africa from the schedule of Course No. 6 because neither Governor Williams nor his Deputy was available.

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We put the topic back on the schedule for Course No. 7 and were successful in acquiring the services of Mr. Fred Hadsel, Director, Office of Inter-African Affairs, Department of State, as a speaker.

- c. As recommended in the report on Course No. 6, we organized a day of briefings on Soviet, Chinese and U.S. military capabilities.
- d. The problems facing the United Nations appeared to us to be significant enough to warrant coverage in the Course. Although Mr. Joseph Sisco was unable to appear, he sent one of his deputies, Mr. David Popper, the Deputy Assistant Secretary of State for International Organization Affairs.
- e. We asked Mr. Leonard Marks to speak on USIA activities, but his prior commitments prevented him from accepting our invitation. The same was true of his Deputy, Mr. Hewson Ryan. However, Mr. Joseph Kitchin, the Special Assistant to the Deputy Director for Policy and Plans, agreed to speak to our Midcareerists.

3. Former Presentations Omitted

- a. "A Congressional View of World Affairs" was dropped because we were unable to acquire the services of an appropriate Congressman as a speaker. Uncertainty as to the adjournment date caused all of the Congressmen we approached to hesitate to speak for us.
- b. "The Role of ISA" was dropped as we suggested it ought to be in the report on Course No. 6. Apparently no one missed it.
- c. "Current Problems in Latin America", formerly given by [REDACTED] was not covered this time inasmuch [REDACTED] accept our invitation and we could not get a satisfactory replacement for him.
- d. "Developments in Vietnam", scheduled to be given by [REDACTED] in Course No. 6 but cancelled, was handled during the [REDACTED] phase of Course No. 7.
- e. "Political Action in Latin America" we planned to drop from Part III and perhaps incorporate into the [REDACTED] phase. There was insufficient time during the first phase to handle this talk.

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- f. "Political Action in Africa" cancelled in Course No. 6 we also planned to put into the [REDACTED] phase of Course No. 7 but found that we had insufficient time to do so.

4. NASA Coverage

In an effort to get some sort of positive reaction, we dropped the tour of NASA Headquarters and the briefings connected with it and instead took the class to the Goddard Space Flight Center at Greenbelt, Maryland for a half day of briefings and a tour.

5. Allen Dulles Night

As mentioned earlier in this report we held this affair during the third rather than the first part of the Course in order to conserve some time during Part I and in order to have an outstanding social event during the last segment. As an innovation we invited the Executive Director and each of the Deputy Directors to attend the session.

B. Significant Developments

1. Visit to Warren Air Force Base

This visit, on the last day of the field trip, was for the purpose of seeing and being briefed upon the operation of a Minuteman Launch Control Facility and Launch Facility. In Course No. 6 this visit was a rousing success. Unfortunately, Course No. 7 arrived in Cheyenne to find that virtually no one was aware that we were coming. After approximately thirty minutes of trying to locate a responsible officer who might know something about our visit, we successfully jogged the Base into action. A variety of apologies and excuses ~~were~~ **WAS** offered for the confusion but none of these rang quite true. We did have excellent accommodations; we did get briefed the following day at the Launch Control Facility, and we did get underground to see what that facility looked like. This was not accomplished, however, until we had provided the escort officer who finally came to pick us up at the airport the previous day with a roster and a statement as to the clearances which the group held. This type of information, of course, had been sent to Omaha many weeks ahead and presumably was sent from Omaha to Warren. At any rate, after we left the launch control facility we were in for still another let-down when we were taken not to an operational missile site but to

a training site complete with dummy missile and then were not permitted to get off the bus to look at the installation! Our escort officer informed us that the night before he personally had made arrangements for us to see this site and could not understand why there was any mix up. However, all we could do was turn the bus around and head back to the airport. As of this writing we are still in the dark as to precisely what the difficulty was.

2. Progress was obvious in the matter of identifying our group at the installations we visited and at the various housing facilities. In contrast to Course No. 6 when several students complained of our being identified as a CIA organization, there were no such complaints from this Course for the simple reason that such identification did not appear on paper.
3. The visit to NORAD Headquarters was enlivened by a short trip to the Combat Operations Center Site in Cheyenne Mountain. Although we were unable to see all that might have been seen because of dangerous construction work, there was value to be derived from the visit and we hope that this aspect of the trip can be retained for future Courses.
4. One innovation consisted of our holding two class sessions with the Chiefs of Station Seminar. One of these was the lecture by Dean Gullion of the Fletcher School and the other was the talk by Ambassador Harriman.
5. Foul weather delayed Dean Gullion's flight to Washington, and as a result the Midcareerists and the members of the COS had to kill time for a little over an hour until Dean Gullion could arrive. Dean Gullion's talk was well worth the wait.

C. Summary of Critiques

1. Computer Center Tour

Strictly speaking, this item does not fit into the third part of the Course. It was incorporated therein, however, as a means of occupying some of the time available as a result of our not having a Congressional speaker. About half of the class commented specifically on the tour, and most of the comments indicated that the students could have done without seeing the Computer Center. There were five suggestions to the effect that the visit would have been immeasurably enhanced had there been some way of showing the machines in operation trying to solve a sample problem.

2. Meeting with the Assistant Deputy Director for Intelligence - Paul Borel

This item also did not belong in Part III of the Course but was included inasmuch as neither Mr. Cline or Mr. Borel had been able to appear before the group during any of the time periods previously offered to them. Although several students indicated their disappointment at not having a chance to see Ray Cline, several of them appreciated Mr. Borel's appearance and noted that he had done his homework well in preparing answers to the student questions. Several students, however, felt the session a bit too pedestrian to be of significant value.

3. Developments in Soviet Foreign Policy - Robert Baraz

About a half of the class commented on Mr. Baraz's presentation. Only five students found it somewhat less than adequate with the most critical comment reading "Over-elaborate discussion of a subject of only minor interest (as presented). . . .I didn't like it." The rest of the students who commented found that the talk ranged from "all right" to "excellent".

4. The Nature of NSA Responsibilities - [REDACTED] 25X1A

Two-thirds of the class commented on this presentation, and all comments were positive. The observations included terms such as "fascinating", "most worthwhile", "excellent", and so forth. Seven students specifically indicated that more time could be devoted to this topic, and a few noted that much of the value of the presentation stemmed from Mr. [REDACTED]'s reminiscing somewhat in the style of Mr. Dulles. 25X1A

5. Visit to Goddard Space Flight Center

Slightly over half of the class commented on this trip. Five students thought that it was not particularly useful while the rest felt that it was worthwhile and informative. There were several observations to the effect that too much time was spent discussing computers. The most positive comment read "Along with NORAD, the best of the tours." The most critical comment simply said "Virtually useless".

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6. The Defense Intelligence Agency - [REDACTED]

About half the class commented on [REDACTED] presentation. All but three rated both the topic and the speaker from good to excellent. Several students found the presentation a bit too dry to suit them with perhaps too much emphasis on the organizational approach. On the whole the presentation was well received.

7. Africa - Problems and Prospects - Fred L. Hadsel

Half of the class commented on this presentation. There were no critical comments. The complementary adjectives ranged from "good" to "interesting" to "knowledgeable" to "excellent". There were several observations to the effect that it was too vast a topic to be covered in the time available.

8. Communist China in Historical Perspective - Allen S. Whiting

The comments from approximately two-thirds of the class are replete with words like "excellent", "exceptionally interesting", "perceptive", "top notch", and so forth. One student said that this was "the best talk on the China scene that I have heard in ten years." Mr. Whiting definitely went over extremely well with the students.

9. The Military Threat of the USSR

In the case of this topic as well as the two which follow, some students commented on the day as a whole and some commented specifically on the individual presentations which made up the day. There was general agreement that the officers who discussed the military threat of the USSR were forthright, informative, and quite obviously professional briefers. The comments ranged from "very well done" to "excellent briefing". Some students noted that the graphics were helpful while others found them distracting. A few students objected to the speakers who read their material while others apparently did not mind that approach. On the whole, the opinion of the group was that the subject matter should be retained as a part of the Midcareer Course.

10. The Military Threat of Communist China

This coverage did not fare as well in the student critiques as did the preceding topic. The most positive of the few specific comments

indicated that the coverage was good but most of the students who commented used such terms as "deadly", "appallingly bad" and "least effective". A few students remarked that the graphics were tedious and of no particular assistance. Again, there appears to be a consensus that the topic should be retained but the style of presentation improved.

11. U.S. Capabilities to Counter the Sino-Soviet Military Threat

This topic was unanimously approved by the handful of students who commented on it. The observations included terms such as "most informative", "persuasive", and "helped save the day". There appears to be little question that this topic should be retained.

12. Allen Dulles Night

As usual this session was a highlight of the Course. With one exception the comments were all positive to an exceptionally high degree. The one dissenter stated, "Held little of value not already covered voluminously. Of more pertinency would be another informal talk by Admiral Raborn." One of the students observed that the other invited guests added nothing particular to the occasion.

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13. Arms Control - Background and Developments - [REDACTED]

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Slightly over half the class commented on Mr. [REDACTED] performance and all but two students found that the session was "informative", "valuable", "pertinent", "excellent", and so forth. The two critical comments indicated that more substance could have been built into the talk. There were a few comments to the effect that the topic is most fitting but that Mr. [REDACTED] delivery tends to be somewhat soporific.

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14. Internal Political Developments in the USSR - [REDACTED]

Two-thirds of the class mentioned this topic specifically in their critiques and only three students were pointedly critical. One said "Get a real expert (CIA) or forget it." Another said "So-so; better experts in town", and a third said ". . . overelaborate. . . heavily redundant and pedantic. This little flink bores me stiff!" On the other hand, the rest of the students who commented used terms such as "exceptionally good", "one of the best", "excellent", and "first-class".

15. Field Trip

Beyond doubt this was one of the highlights of the Course even with the mix up at Warren Air Force Base bringing the trip to a less than satisfactory conclusion. Observations on the trip in general included the following statements:

"Well worthwhile."

"Very good -- don't change any part of it."

"A most valuable contribution to the broadening process."

"An eye-opener--very appreciative of opportunity to go."

"Hurrah!"

"Subject matter in briefings excellent without exception."

Suggestions for improvement emphasized that the schedule was a little too tight and that a little more time could be provided for shopping, sight-seeing, relaxing, and so forth. A couple of students indicated that the trip, though useful, was certainly not essential or of any real value. One of these stated "I cannot endorse the trip from an education nor broadening standpoint."

The visit to SAC Headquarters in Omaha went over exceptionally well this time. It was noted that the briefings were extremely professional and effective although one or two students felt that the briefers went too deeply into their subjects. Other than this there were no serious critical comments on the visit to Omaha. As was the case with Course No. 6, the students felt that the performance at NORAD Headquarters was even better than that at SAC. One student said "As a group, probably the best presentations for the six weeks." Again there were two critical comments. One emphasized that the briefings were too repetitive of those at Omaha (this student must be referring to the style of presentation because the substance certainly does not warrant this comment). Another student indicated that the visit was basically a waste of time. Both of these men, as well as one or two others, found that the trip to the Combat Operations Center Hard Site left much to be desired. Everyone was impressed with the accommodations at the renowned Broadmoor Hotel. As for the time spent in Cheyenne, the comments reflect the mismanagement of this visit. Despite their disappointment several students indicated that what they did get to see and hear was interesting and educational. The rest of the comments pointed out the obvious: somebody goofed.

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16. The Chief of Mission and the Station - [REDACTED]

About two-thirds of the class commented on this presentation and all agreed that it was a most effective presentation and a highly

informative session. Perhaps the most positive remark indicated that Dean Gullion and Ambassador Harriman were the two top sessions of the two-week period. High intensity adjectives used in the critiques were "exceptional", "outstanding", "one of the best".

17. Major Issues for the UN - David Popper

This presentation received remarkably mixed reaction from the seventeen students who commented specifically on it. One student thought that this was one of the most informative talks of the entire Course and another found Mr. Popper a most interesting speaker with a good grasp of his subject. Several considered him good to excellent. On the other hand, several students thought that there was insufficient content in the talk to warrant its being given again. Another found Mr. Popper highly erratic, fuzzy minded and sanctimonious and still another thought that his presentation was an insult to the collective intelligence of the class. It would appear that any discussion of the UN and its problems is still capable of generating heat among the listeners.

18. Programs of the United States Information Agency - Joseph A. Kitchin

Half of the class commented specifically on Mr. Kitchin's presentation and all but three students found him informative and interesting. The most positive remark was that Mr. Kitchin was "excellent" while one student thought that he was "simply doing a sell job", and another felt that the topic could be dropped because our people are fairly familiar with it. On balance, the positive observations far outweigh the negative.

19. Address by Ambassador Harriman

Every comment emphasized the exceptional value derived from seeing and hearing Ambassador Harriman and indicated appreciation for the opportunity. Ambassador Harriman's perception and the prestige which he brought to the class were commented upon in several instances.

~~D.~~ ^{20.} General Comments on Part III

Aside from the unintended humor provided by the student who gave Bill Handley a "well done" (as indicated earlier, Mr. Handley failed to appear), the general comments are all of a positive nature. Some

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of these are quoted below:

- "In general, good -- specific performances varied from exceptionally good to worthless."
- "All speakers and topics excellent."
- "Overall, an especially useful and worthwhile experience."
- "No speaker below highly satisfactory."
- "Course well organized and presented."
- "Much better in general than Brookings."
- "The Course was a tremendous experience and any student should feel privileged and honored that he was given the opportunity to participate."

D. Staff Recommendations and Comments

1. It is still a good idea to try to begin the Course with a Congressional speaker. We shall make the attempt for Course No. 8.
2. We have always used the Computer Center tour as a reserve activity to be cranked into the schedule when we are faced with unexpected free time. We probably should continue to regard it in this light.
3. Coverage of Latin American Problems should be reintroduced into the schedule for Course No. 8.
4. The experiment with the briefings on Soviet, Chinese, and U.S. military capabilities was a mild success. We recommend that this coverage be retained and that the weak points in the method of presentation be strengthened.
5. The amount of time devoted to coverage of NSA should be increased and, if possible, we should arrange to visit NSA facilities at Ft. Meade.
6. The Allen Dulles Night should be continued as a part of the third segment of the Course for at least the next running. The weather problems are apt to be such that we will probably be better off holding the affair at Headquarters than trying to arrange it for [REDACTED].
7. We propose to follow the scheme which we used last winter insofar as the field trip for Course No. 8 is concerned. This means that we will try to cover Huntsville, Houston, and, perhaps, Canaveral. If we follow through on this plan, we will, of course, omit the half-day visit to Goddard Space Flight Center.

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MIDCAREER COURSE NO. 7

COURSE REPORT

Miscellaneous Items

1. Course Administration

Student critiques indicate that the administration of all three portions of the Course was exceptional. There were four comments to the effect that it might be a good idea to avoid taking a female staff representative on the field trip but there was no elaboration on this point. Two students suggested avoiding joint sessions with other courses and two students indicated that the lectures which follow the field trip are inevitably anticlimactic with the exception, of course, of a major address such as the one given by Ambassador Harriman. Critical comments concerning the classroom at 1000 Glebe Road and the mishandling of the Cheyenne visit were valid but more than overbalanced by the number of complementary observations on Course administration as a whole.

2. Re Elimination of Course Phases

Twenty-five students answered this question in the negative. One student thought that the first phase could be eliminated completely but did not elaborate on his thought. One student suggested eliminating the Brookings phase, and another thought that the substance should be retained but that the handling could be removed from the Brookings Institution.

3. Re Length of the Respective Phases

Ten students indicated that the three two-week divisions are all right. The balance of the comments ranged far and wide. Some of them are listed below:

"Shorten Part I."

"Shorten Part II."

"Shorten Part III."

"Extend Part II by putting the foreign affairs material into it."

"Make Part I and III three weeks each."

"Add a week to Part I."

The above indicates the nature of the suggestions and is fairly indicative of the fact that there is no general agreement aside from that reflected by the ten students who felt that the present pattern is satisfactory.

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4. Re Two-week Period at [REDACTED]

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Seventeen students thought that two weeks was sufficient. One suggested three weeks and one merely said "longer". Two indicated that one week would be enough and five found the two weeks more than sufficient. Among the specific suggestions for change was the following: "Six weeks at the Broadmoor would have been very good".

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